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ABSTRACT

This guide outlines a course of study on American government for grades 10-12. The major intent of the publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials related to American government so that teachers may accept the model framework in total or draw ideas from it to incorporate into their lessons. Course goals require that the student: (1) identify and analyze the mutual obligations of a government and its citizenry; (2) differentiate among the various alternatives man has developed to govern himself; (3) infer that the U.S. system of government has evolved from many historical lessons and political experiments; (4) describe the major issues faced by the drafters of the constitution and critically discuss their resolution; (5) analyze and evaluate the evolution of constitutional government in the United States; and (6) propose changes in the U.S. constitution and predict the effect of these changes on our national life. Among the teaching strategies suggested are role-playing, research, debates, oral reports, readings, films, classroom discussions, and many individual or small group activities. Learning activities are provided for each teaching objective. A list of print and nonprint resource materials is also included. (Author/RM)

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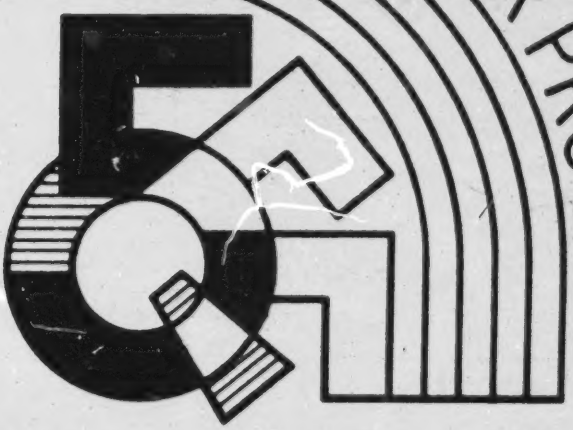

AMERICAN GOVERNMENT

COURSE NUMBER

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DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

AMERICAN GOVERNMENT

Course Number

6448.01
6446.01
6416.36

Written by Joan Heggy
for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1973

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COURSE DESCRIPTION:	A SURVEY OF THE FUNCTIONING OF THE FEDERAL GOVERNMENT. THE STUDENT ANALYZES THE FUNDAMENTAL CONCEPTS WITHIN THE CONSTITUTION, THE GOVERNING PROCESS, AND EFFECTIVE CITIZENSHIP PARTICIPATION IN A REPRESENTATIVE DEMOCRACY.
GRADE LEVEL:	10 - 12
COURSE CLUSTER:	POLITICAL AND ECONOMIC STUDIES
COURSE STATUS:	ELECTIVE
INDICATORS OF SUCCESS:	NONE
COURSE RATIONALE:	SURVEY COURSES USUALLY PURSUE THE TRIPLE GOALS OF GENERAL KNOWLEDGE, BASIC UNDERSTANDING, AND STIMULATION OF INTEREST IN THE SUBJECT. THIS COURSE INCORPORATES THOSE WITH REGARD TO UNITED STATES GOVERNMENT. IN ADDITION, OPPORTUNITIES ARE PROVIDED FOR THE STUDENTS TO EXERCISE THEIR CONSTITUTIONAL PREROGATIVES -TO EVALUATE, CRITICIZE, AND SUGGEST NEW COURSES OF CONSTITUTIONAL AND POLITICAL ACTION.

INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE GOALS

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THE STUDENT WILL:

1. IDENTIFY AND ANALYZE THE MUTUAL OBLIGATIONS OF A GOVERNMENT AND ITS CITIZENRY.
2. DIFFERENTIATE AMONG THE VARIOUS ALTERNATIVES MAN HAS DEVELOPED TO GOVERN HIMSELF.
3. INFER THAT THE U.S. SYSTEM OF GOVERNMENT HAS EVOLVED FROM MANY HISTORICAL LESSONS AND POLITICAL EXPERIMENTS.
4. DESCRIBE THE MAJOR ISSUES FACED BY THE DRAFTERS OF THE CONSTITUTION AND CRITICALLY DISCUSS THEIR RESOLUTION.
5. ANALYZE AND EVALUATE THE EVOLUTION OF CONSTITUTIONAL GOVERNMENT IN THE UNITED STATES.
6. PROPOSE CHANGES IN THE U.S. CONSTITUTION AND PREDICT THE EFFECT OF THESE CHANGES ON OUR NATIONAL LIFE.

COURSE CONTENT OUTLINE:

I. Government and citizen

A. Roles of government

(1) Primary
(2) Secondary

B. Enforcement - the vital ingredient

C. Citizen obligations

II. Government - What are the alternatives?

A. Philosophy of government

(1) Who shall the government serve?
(2) The role of conflict

B. Forms of government

C. Substance - the governmental process

III. Our political heritage

A. Old world origins

B. The Confederacy

IV. The Constitution

A. Weaknesses of the Articles of Confederation

B. Basic issues and their resolution

(1) Centralization vs. decentralization
(2) Who will govern?
(3) Freedom vs. control

V. Evolution of U.S. constitutional government

A. Federalism

B. Separation of powers and checks and balances

C. Bill of Rights

D. The amending process

(1) Formal
(2) Informal

VI. The Constitution of tomorrow

GOAL 1: IDENTIFY AND ANALYZE THE MUTUAL OBLIGATIONS OF A GOVERNMENT AND ITS CITIZENRY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE ROLES OF GOVERNMENT	A. The students will distinguish between the primary and secondary roles of a government.	1. As an introduction to the course (and for teacher use in establishing class competency), administer the National Citizenship Test, Pts. 1 and 2 (see films). 2. Possible first day activity: Ask the students to organize themselves as a class. Give them a list of things to be accomplished (seating, passing out of materials, designation of teacher assistants, etc.). The teacher should leave the room or, if this is not possible, occupy herself with some other classroom activity. After a suitable length of time, ask the students what they have accomplished. Depending on the answers, the teacher should proceed as follows: a. If the students organized themselves adequately, ask how this was done. b. If the students were unable to accomplish the assigned tasks, ask why not. Compare this performance with the results of a teacher-directed organization (noting that the authoritarian teacher approach is not the only organizational method available). The goal of this and the following sequence of questions is to identify order and its components (protection, organization, assignment of roles, definition of purpose) as the primary reasons for creating governments. c. Suggested sequence of questions: (1) You have just demonstrated one of the most basic needs for government. What is it?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. (continued) (2) Would this need be as great in a larger group, for instance a community the size of Dade County? The State of Florida? The United States? (3) The absence of government (i.e., order) is called _____. Why do people generally associate anarchy with chaos? Do you think that it is possible to have anarchy without chaos? In this class? In Dade County? In the United States? (4) In addition to establishing order, what are some of the other roles played by government? (include defense, services, economic security, status). (5) Can we define the roles of government as Primary (absolutely essential to the survival of the community) and Secondary (desirable but not essential). Which roles would you place in these two categories? (The students should defend their answers, noting the size of the group and area to be served, primitiveness or complexity of the society, etc.)
	B. The students will analyze the role-playing of selected governments.	1. Discussion questions: a. Which roles does our national (state, local) government perform reasonably successfully? Why? Which roles does it perform with difficulty? Why? (1) If the students disagree in their answers, this is a good place to introduce the concept of differing philosophies of government.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(2) Follow up by projecting into the future: How does the class think the government will perform its roles in the year 2000? b. If the government of Dade County (including all cities within) was dissolved, how would this affect the lives of its residents? What would be the most serious repercussion? The least serious? c. If you could abolish our entire system of federal, state and local governments and start over, what governmental roles would you retain? Leave out? Add? (The teacher can use the "gadfly" approach with this question.) Or, the students can write the answer to this question and keep their papers for periodic comparisons and updating in the light of new knowledge and understanding. 2. Committee (or individual)projects: Each committee can investigate a role played by the U.S. government (refer to categories previously listed). A committee's work should consist of researching two or three projects or programs in their general category, analyzing the government's role performance, and reporting to the class on the following: Is the project (program, law,etc.) necessary for the government to perform its stated role successfully? Should the project be eliminated or transfered to other units of government or the private sector? Does the project achieve the ends for which it was designed? What are the costs of the program (monetary, loyalty, psychological, etc.)? Is it controversial and if so, why? How can it be improved?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Some research suggestions for each category are: a. Order (1) Police or National Guard on college campuses (2) Vagrancy laws (3) New role of police as community helpers b. Defense (1) The draft (2) ABM (3) The U.S. as world policeman c. Services (1) Welfare or proposed Family Assistance Plan (2) Aid to private and parochial schools (3) The U.S. Postal Service d. Economic Security (1) Fighting inflation (2) Manpower training (3) Consumer protection e. Status (1) The space program (2) Citizenship statutes (3) U.S. as super-pow 3. A few students may compare the role performance of the United States and another country of their choice. 4. Assign a student to read and report on The Man Without a Country or show film by the same title. The class can discuss the ramifications of one man's rejection of his citizenship.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Assign one or a few students to read and report on Lord of the Flies. This activity can also be done in pursuance of the first objective under Goal 1. Ask how the book illustrates the universal need for government. Discuss the alternatives available to the young boys in the story, (forms of government) the primary and secondary roles of government in such circumstances, and the differences between emergency (temporary) and permanent governments. 6. A student can do research on "nations under fire," gathering data about selected nations during periods of invasion, major strife or warfare. This study should examine how these governments played their roles during these periods of extreme duress. 7. Project: The class can organize itself as a self-governing unit for the duration of the quin. The group would need to establish its purposes and functions, create rules, define roles and obligations (including those of the teacher), enforcement and punishment policies, etc. They may wish to write their own constitution, which should be periodically evaluated in the light of new knowledge.
	C. The students will propose reasons why governments may legally use force against their citizens.	1. Pose this situation: You have been robbed and beaten in your home by intruders. You chase them down the street with a gun and shoot them. This is illegal. A policeman, however, can chase these persons and legally shoot them. Why? a. If, then, governments can legally use violence and you cannot (except in self-defense), is this fair?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. With the enormous growth of violent crime, wouldn't it be better to permit all citizens to arm themselves? c. Do you see a relationship between the discussion here and the very first lesson about the basic need for government? 2. Discussion question: What would happen if governments had no power to enforce the laws or to punish lawbreakers? 3. Debate: Gun ownership should be forbidden in the United States. 4. A few states have passed legislation enabling victims of crimes to be compensated by the government. Obtain a copy of one of these laws or assign a student the task of obtaining a news story related to this subject. The students should be able to state the concept underlying such legislation. Ask them if they think compensation of victims is a good idea.
	D. The students will evaluate certain enforcement and punishment policies and suggest improvements. (optional)	1. Have the class analyze the issue of "police brutality": a. Invite a policeman to speak to the class. b. A few students can interview policemen. c. Collect news stories about alleged police brutality and follow through to determine whether these charges are substantiated.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. Analyze theories about personality factors and police work. Examine, if possible, copies of tests given to recruits. Do they seek out undesirable traits? e. Relate the increasing problems of the police to increasing problems in other areas of our national life. 2. Have several students debate the different points of view regarding mass arrests, using the Chicago and Washington, D.C. experiences as examples. 3. Discussion questions regarding the death penalty: a. A few states permit hanging or a firing squad to carry out the death penalty. What is the legal basis for this form of punishment? Is this cruel or unusual punishment? Do you agree with those who call these forms of execution primitive? Defend your answers. b. The death penalty is believed by many to be a violation of the 8th Amendment. Do you agree? Defend your answer. If you do agree, what would be a good substitute for the complete elimination of a convicted criminal? c. Some people say that it is more humane to execute a person than to keep him imprisoned for the remainder of his natural life. What do you think of this point of view?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Project: Students can make a list of the penalties for various state or federal crimes. The following questions can summarize this activity: a. Do the sentences correlate with the severity of the crime? b. Should other stipulations accompany the sentence in addition to the amount of time to be served? c. What other improvements or changes would you make in the penalties for these crimes? 5. A student can give an oral report on the history of prisons (their purposes, methods, physical plants, etc.) Or, students can investigate the problems experiences by Raiford Prison or the Dade County Jail.
THE ROLES OF THE CITIZENRY	E. The students will list and discuss the obligations of a U.S. citizen.	1. Ask each student to make a list of what he, as a citizen, is expected to do and of what he, as a citizen, is willing to do. A committee may be formed to make a master list compiling the results. Discuss: a. What demands are most students willing to meet and why? b. What demands do the students deem to be excessive and why? c. If we omitted those obligations which are expected of us but which we are unwilling to perform, would the operation of government be seriously impaired? Defend your answer.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Have the students trade lists (activity #1) and discuss and analyze one another's viewpoints. 3. A few students can take a poll (or report on a professional poll) which seeks to determine how citizens view their own obligations to their society. 4. A few able students can examine the whole problem of alienation in modern society with special emphasis on the ramifications for effective citizen participation. 5. Other students can report on the ways in which specific citizens cope with the problem of political alienation vs. obligation. <u>Suggested Topics</u> a. Joan Baez and her refusal to pay a portion of her income tax in percentage relationship to armed forces expenditures. b. Ralph Nader and the Naders Raiders efforts to strengthen and protect the citizen-consumer. c. The emigration to Canada of draft-eligible males. d. Personal experiences of friends or members of their family.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	F. The students will cite evidence for the following statement: All governments (or societies) make certain demands on their citizens (or members).	1. Assign some (or all) students to investigate diverse societies and nations. The students should list the formal and informal obligations of citizens there, noting any that may be different from our own. A general sharing of this information should follow (either in committees or in a general class discussion) so that the students can verbalize the objective. 2. Some students should do research on communal living. What obligations are expected of the members of successful communes? Why have some communes failed? 3. With regard to activity #2, a few students may wish to interview members of Maya House, a commune in Coconut Grove, or another local commune of their choice.

GOAL 2: DIFFERENTIATE BETWEEN THE VARIOUS ALTERNATIVES MAN HAS DEVELOPED TO GOVERN HIMSELF.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
PHILOSOPHY OF GOVERNMENT	A. The students will differentiate among the basic philosophies of government.	1. Ask a student to look up the word philosophy in the dictionary and read the various definitions to the class. The class should determine which definition clarifies the meaning of the term philosophy of government. 2. Discussion question: Does a given government need a philosophy in order to operate? Or, what would occur if a given government operated without a general philosophy underlying its actions? 3. Note that one basic difference in philosophy is what or whom the governmental process exists to serve. Ask the students to break down the "what" or "whom" into categories. The following are suggested: a. God b. The State c. The People. Category "c" can be further subdivided into the following categories: the aristocracy, the propertied classes, people belonging to a certain church (i.e., the Church of England), people belonging to a certain race (i.e., white), the working class (i.e., Soviet constitution), all the people. The students can be asked to give examples of this categorical breakdown. 4. The teacher should read quotes illustrative of these 3 categories and ask the students to match the quote with the category. This can also be used as an evaluative device.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Suggested sources for quotes: a. God - the Bible b. The State - Mussolini (See Appendix A) c. The People (1) Aristocracy - The Magna Charta (2) Race - U.S. Constitution: Article 1, Section 2, Paragraph 3, and Article 1, Section 9, Paragraph 1. (3) All people - the Bill of Rights or a recent Supreme Court decision expanding the meaning of the Bill of Rights. 5. Ask the students to begin thinking about to what forms of government these philosophies would lead. 6. Note that another basic difference in philosophy is the <u>role of conflict</u>. a. Ask students to read excerpts from John Locke's, <u>Of Civil Government</u> and Jean Jacques Rousseau's, <u>The Social Contract</u>, and differentiate between their opinions concerning the role of conflict within a society. b. List the two views on the board. (1) A society which accepts human conflict and provides for it in its political process. (2) A society based on the single, unerring truth - conflict, then, is ill-motivated and destructive.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. The teacher should read quotes illustrative of these two views and ask the students to match the quotes with the view. Suggested sources for quotes: (1) Conflict: Read any current article about a political campaign, difference in party positions, example of checks and balances, etc. (2) No conflict: Lenin (See Appendix A) 7. Repeat Activity #5 (above).
LOCUS OF POWER	B. The students will differentiate between forms of government on the basis of locus of power.	1. The teacher can list on the board the three major forms of government based on locus of power (autocracy, oligarchy, democracy) and ask the students to fill in the appropriate subheadings. For instance: I. Autocracy A. Absolute monarchy B. Dictatorship II. Oligarchy A. Aristocracy - Constitutional monarchy B. Junta C. Presidium D. Theocracy III. Democracy A. Republic - Constitutional monarchy B. Pure democracy

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. The student can describe examples of each of these forms of government in class or a few students could develop a list of examples as a research project. 3. Project: A few students could bring pictures of well-known persons and places and have the class match the pictures with the appropriate form of government. 4. Discussion question: Which of these forms of government are more likely to be found in the 20th Century, and why? 5. Show illustrative films and ask the class which category of government is being described. There are numerous films concerning dictators (see film section). See also: a. Screen News Digest, Vol. 7, Issue 4. b. Screen News Digest, Vol. 10, Issue 9. c. Screen News Digest, Vol. 11, Issue 5.
PHILOSOPHY, FORM, AND SUBSTANCE	C. The students will relate philosophy of government to the form and substance of the governmental process.	1. Review the philosophies of government. Then ask the students which forms of government would best serve the philosophies previously considered. They should explain their answers. 2. A few students could do in-depth projects on countries of their choice, relating philosophy of government to form of government. 3. Louis XIV once said, "L'etat c'est moi." ("I am the State.") Assign a student to do research on this monarch and report to the class on how Louis' life illustrated this statement.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Ask the students to classify the United States government in terms of: a. Philosophy of government b. Locus of power. They should be able to defend their answers. 5. The teacher should introduce the following political concept: Form of government should be compared to the substance of the governmental process in order to obtain a realistic and accurate picture of the politics of a given nation. A possible introduction to this point would be the use of a picture of a skeleton (form), comparing it to a (picture of) normal human being (substance). The extra-constitutional nature of U.S. political parties and their role in supporting our form of government provide a good illustration for this concept. 6. Show filmstrips which illustrate the above concept: a. The Regulatory Agencies - A Fourth Branch of Government? b. The Third House: Washington Lobbyists at Work c. The People's Choices: An Analysis of the Electoral College. 7. Longterm projects (optional): Through investigation of a particular nation, etc., the students would compare form with substance in order to obtain a more realistic view of the political process throughout the world.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Suggested topics for the able students: (1) U.S. - What is the military-industrial complex? The shifting of power between the three branches. (2) Chile - Can there be constitutional Marxism? (3) USSR - The party as controller and the government as administrator (4) How powerful is the bureaucracy (research country of choice) (5) Dictators for life - How is a dictator's position legalized (Franco, Duvalier, Stroessner, Peron, Batista, Pinilla, Jimenez, Castro, Nkrumah, Stalin, Hitler). b. Less academically able students can investigate school and community units of government to make the same comparison.

GOAL 3: INFER THAT THE U.S. SYSTEM OF GOVERNMENT HAS EVOLVED FROM MANY HISTORICAL LESSONS AND POLITICAL EXPERIMENTS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
LESSONS OF THE PAST	A. The students will identify the Old World origins of major U.S. political institutions and practices.	1. Show some or all of the following films: a. Ancient Rome b. Ancient World Inheritance c. Debt to the Past: Government and Law d. English History: Absolutism and Civil War e. English History: Restoration and Glorious Revolution f. English History: 19th Century Reform g. Puritan Revolution 2. Read or distribute copies of: a. The Magna Charta b. English Petition of Rights c. English Bill of Rights d. Mayflower Compact 3. Based on Activities #1 and #2, the students should begin listing important U.S. political institutions and practices and identifying their origins. These institutions and practices should include: federalism, separation of powers, democracy, republicanism, rule of law and constitutionalism, political parties, enumerated rights of the people, reliance on evolutionary rather than revolutionary methods of change. 4. For less able students: Do a time-line project. See Appendix I, Activity 1 in Quin 6470.01, Our Federal Government - Junior High.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The students will propose reasons for the confederal nature of our post-revolutionary government.	1. A class set of American history texts or books of readings would be useful at this time. The students should read selected portions relating to the causes of the American Revolution, The Declaration of Independence, a summary of the Articles of Confederation or the Articles themselves. After completing the reading assignment, the class should discuss or write the answers to the following questions: a. What were the major purposes of the Articles of Confederation? b. What were the reasons why the post-revolutionary government was fashioned in this manner? (The students should be able to cite sources for answers.) 2. Culminating activities for the unit: a. Matching questions on U.S. political institutions and their origins. b. Essay: Cite evidence for the statement that "the U.S. government is 2,000 years old." c. List three (3) ways in which the Articles of Confederation ensured a confederate form of government. d. Essay: The Articles of Confederation were a product of their time. Explain.

GOAL 4: DESCRIBE THE MAJOR ISSUES FACED BY THE DRAFTERS OF THE CONSTITUTION AND CRITICALLY DISCUSS THEIR RESOLUTION

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
NEED FOR A STRONG CENTRAL GOVERNMENT	A. The students will identify the tensions leading to the call for a Constitutional Convention.	1. Note to the teacher: See pp. 48-55 in Interpreting and Teaching American History, ed. Cartwright and Watson for ideas and bibliography on the Confederation. 2. All students should possess an annotated copy of the U.S. Constitution. (Most government or history texts have this.) 3. The class should review the reasons for the form of government set up under the Articles of Confederation. 4. The students should determine why a strong, central government was needed: a. Given copies of the main features of the Articles of Confederation, small groups can develop lists of reasons why a strong, central government was needed. The groups should exchange their ideas in a general class meeting. b. Easy reading about the failure of the Articles of Confederation: "The Leaders Gather," p. 84, A Nation Conceived and Dedicated, Vol. 1, Hoexter and Peck. c. Given copies of the main features of the Articles of Confederation, the students can, either orally or as a written assignment, alter each feature for the purpose of creating a stronger central government. The students should not refer to their copies of the Constitution while doing this assignment. After completing the assignment, the students should compare their solutions with those incorporated into the Constitution.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		d. As an alternate to Activity #4a-c, certain able students may wish to read and discuss pp. 117-127, "The New Government," A New History of the United States, ed., Edwin Fenton.
THE GREAT ISSUES: CENTRALIZATION VS. DECENTRALIZATION OF POWER	B. The students will describe the issues facing the Constitutional Convention and critically discuss their resolution.	1. The teacher should ask the students to look over their corrected list of improvements to be made on the Articles of Confederation (those which appear in the final body of the Constitution) as a prerequisite for the following sequence of questions: a. Did the framers of the Constitution solve the problem of too much decentralization? Cite evidence for your answer. b. Would you have corrected this problem differently? How? c. How did the framers of the Constitution build in preventatives for too much centralization? Can you cite the basic principles which would describe your answers? (The students should be able to use the terms federalism and separation of powers to describe these principles.) 2. Federalism a. Using acetates, the teacher can illustrate and explain the concept of federalism (show delegated, concurrent, reserved, and denied powers). Ask students why federalism would be advantageous to a country such as the U.S. (1) Ask a student to draw a comparable diagram illustrating confederalism or have a number of students do this. The class may choose the most accurate diagram.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(2) (Optional) Explain the meaning of a unitary government and ask the students to do the same as above. b. The following activity can be done individually or in groups. The group work can be done competitively. The students should peruse the Constitution and list those sections which establish and support the concept of federalism. Answers should be compared in a general class session and should include: Article I, Section 2, Paragraph 1, Section Clause 1, Section 9 and 10; Article 2, Section 1, Clause 2 and 3, Articles 4 and 5, Amendments 10, 11, and 23. c. More able students can take Activity b (above) one step further, citing those amendments which establish a national standard at the expense of the states' perogatives. Their answers should include: Amendments 13, 14, 15, 19, 24, and 26. These students should be able to generalize about the subject matter included in these amendments and propose reasons why the states' perogatives were eliminated. d. Class discussion should be used to point out that federalism is still a lively issue. States' rights, revenue sharing, and differences in laws from state to state are good topics. Or students can do reports on these subjects. Suggested topics are: (1) The states' rights platform (2) Why is revenue sharing so controversial? (3) A comparison of the laws of selected states on the following subjects: marriage, divorce, abortion, drivers' licenses, gambling, etc.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Debate: "States are an eighteenth century holdover and, therefore, should be eliminated." f. Show the film entitled, Centralization and Decentralization and discuss the trend toward centralized decision-making. g. Culminating exercise: Have the students match examples of a power (i.e., the states' right to establish a public school system) with the name of the power (i.e., reserved). 3. Separation of Powers a. Draw an unlabeled diagram depicting the three branches of government. Ask the students to fill in the correct names for the three branches. Subsequent questioning should enable the students to identify the concurrent concept of checks and balances; for instance, "Can the three branches do anything they please?" b. Easy reading on checks and balances: "Checks and Balances," p. 90, A Nation Conceived and Dedicated, Hoexter and Peck. Choose three small teams of "experts", each representing one branch of government. The remainder of the class will formulate questions concerning qualifications, duties, etc. of each branch. The formulation of these questions can be a classroom activity or a homework assignment, each student being required to hand in a specified number of questions and their answers. The students can, in

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		turn, question each group; the group having the most correct answers will "win." All students should be able to list the general qualifications, terms, duties, privileges, etc. pertaining to each branch at the end of this activity. c. Show acetate on checks and balances from the set entitled, The U.S. Government and How It Works. The students should take notes. d. Ask three students to personify the three branches of government. They should make a list of possible actions they might take and read them alternately to the class. Members of the class should consult their notes to determine how the other two branches of government might check and balance this course of action. e. A few able students can cite those amendments which tend to weaken or strengthen a particular branch of government. Their answers should include: Amendments 12, 16, 17, 20, 22, and 25. These students should be able to generalize about the subject matter included in these amendments and propose reasons why they were added to the Constitution. f. Show films about separation of powers and checks and balances: (1) Our National Government (2) Screen News Digest, Vol. 10, Issue 6.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		g. Essay: What are the advantages of federalism and separation of powers? What are the disadvantages? Do the advantages outweigh the disadvantages? Defend your answer.
		h. Discuss current happenings as they relate to separation of powers, e.g. The Watergate investigation.
WHO WILL GOVERN?		4. Large states vs. small states
		a. Using a history text for general background, a few students can write and enact a skit portraying The Great Compromise.
		b. Assign the students to read about the Great Compromise in the class set of history texts. Ask: (1) What was the basic issue? (2) What solutions were offered? (3) What is a compromise? Why was the final solution called the Great Compromise? (4) What were some of the larger implications of this compromise (what effect did it have on our political life)? Begin the discussion by noting the role of the Senate in Articles 1-3.
		5. North vs. South
		a. Assign a student to report on the three-fifths compromise. Ask:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(1) Why were the slaves an issue? (Taxation and representation) (2) How was the slave issue ultimately resolved? (3) In what ways is the United States currently experiencing repercussions from this issue? b. Another student can report on the commerce compromises, pointing out: (1) Their relationship to the three-fifths compromise. (2) The Constitution as an economic as well as a political document. c. Easy reading on all compromises: "One Summer in Philadelphia," p. 87, A Nation Conceived and Dedicated, Vol. 1, Hoexter and Peck. 6. Majority rule vs. minority rights a. Discuss the meaning of the term "tyranny of the masses" and relate this issue to the times in which the Constitution was written. b. Distribute copies of the Federalist Paper #10. A preface to this Paper (including discussion questions) is found on pp. 145 in Edwin Fenton's A New History of the United States. The students should be able to: (1) Identify the basic issue discussed in this Federalist Paper. (2) List the arguments (i.e., republicanism) advanced by the authors to support their thesis that tyranny of the masses cannot occur.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(3) Propose reasons why these arguments were so convincing in 1787 (i.e., the limited franchise). c. The following activity can be done as a written assignment, a committee project, or a discussion topic: The students should examine the Constitution for features which provide for majority rule. Noting the times in which the Constitution was written, the students should proceed to make generalizations about the type of democracy prevalent at that time. d. Classroom activity: Ask the students to: (1) Examine the amendments to identify those which have made the United States more "democratic." If the students have difficulty getting started, ask them to recall those amendments which establish national standards at the expense of the states' perogatives. (2) Scan the Constitution to locate those "eletist" features which are still retained. Determine which are retained in form only (the Electoral College) and which are retained in substance (the Senate 1/3 plus 1 rule). (3) Generalize about whether the United States is more or less democratic than in 1787. (4) Cite the most famous constitutional protections for minority civil rights. This answer will provide an easy transition into the next section.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE BALANCE BETWEEN FREEDOM AND CONTROL		7. Review the English precedents for a Bill of Rights. 8. A student can do an oral report on why the Bill of Rights was incorporated into the Constitution so soon after its ratification. 9. Show the film entitled, Bill of Rights. Or, the students can read the Bill of Rights (many schools have acetate reproductions of their content). The goal: the students should be able to explain the meaning of each of the first ten amendments. 10. A research project: Why is the Bill of Rights considered "a product of its time?" 11. Present classic examples of the problem of balancing between freedom and control. Students should record yes or no on a sheet of paper regarding their right to do the following (a discussion of the constitutional reasons for their answers should follow): a. Yelling fire in a crowded theater. b. Assembling in a hall for a noisy political convention. c. Assembling in the middle of Biscayne Boulevard for a quiet political convention. d. A newspaper publishing all facts about a crime before a trial jury is selected. e. A newspaper publishing all known facts about a war currently in progress. f. Human sacrifice for religious purposes.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		g. Preaching the overthrow of the government. h. Ending one's own life because of incurable disease. i. A private citizen obtaining and releasing classified materials. j. Shooting an intruder in one's own home. 12. Easy reading on the Bill of Rights: "The Bill of Rights," p. 93, A Nation Conceived and Dedicated, Vol. 1, Hoexter and Peck. 13. Classroom activity: Ask students to locate: a. That part of the main body of the Constitution which specifically prohibits the federal government from trespassing on an individual's civil rights. (Article 1, Section 9, Clauses 2 and 3). b. That amendment which has been used to gradually extend the Bill of Rights provisions to acts of state governments. (14th Amendment) 14. Distribute copies of From Subject to Citizen: We, The People, Education Development Center. The students should read: a. PP. 38-47 about the Alien and Sedition Acts and contrast the resolution of that issue with the controversy concerning the Pentagon Papers. b. PP. 58-70 about search and seizure and contrast the intended meaning of the 4th Amendment in 1791 with its interpretation today. Supplement with the film entitled Search for Privacy.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		The students should begin to generalize about the increased difficulty in maintaining a balance between freedom and control and relate this difficulty to the increased complexity of our society. 15. The culminating exercise for this unit should include an evaluation of the student's recognition of the Constitution as a great balancer, encouraging compromise and moderation in our political life. A sample question follows: To the colonists, King George's government represented an abuse of concentrated power. How did the Articles of Confederation seek to correct this? How did the Constitution correct this? Why did they differ?

GOAL 5: ANALYZE AND EVALUATE THE EVOLUTION OF CONSTITUTIONAL GOVERNMENT IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE EVOLUTION OF FEDERALISM	A. The students will examine modern federalism and specify its limitations and advantages.	1. Introduce the concept of preservation of constitutional principles paralleling reinterpretation of those principles with the film, With Liberty and Justice for All, Pts. 1 and 2. 2. The following can be done as a classroom activity or as individual reports to be shared with the class. The students should examine areas where federalism has been under stress or has had to be reassessed. For instance: a. The subjects mentioned under Goal 4, Objective 2, Activity 2-d. b. "Full faith and credit" clause c. Interstate compacts and regionalism d. Is a state a "community of interest?" Or is modern urbanism and ruralism a stronger tie? e. Welfare - see From Subject to Citizen: We, the People for a good case study on this subject. f. Gradual extension of the Bill of Rights to state governments through the use of the 14th Amendment, or specifically: (1) School integration (2) Use of the national guard g. Civil rights, especially those federal statutes and regulations which set national standards (i.e., the Voting Rights Acts and prohibitions against discrimination in federal housing).

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. A good introduction to the issue of school integration and the national-state-local dilemma is the film, Equality Under Law: The Lost Generation of Prince Edward County. 4. Other activities can be found under Goal 4, Objective 2, Activity 2-c and f. 5. Culminating activity: List advantages and disadvantages of modern federalism and defend reasons why the federal concept should be abolished, retained, or altered.
THE EVOLUTION OF THE THREE BRANCHES OF GOVERNMENT	B. The students will discuss critically the interpretation and use of powers of the three branches of government.	1. After examining their copies of the Constitution, the students should be able to locate those sections which give each branch of the government its powers. Then, present evidence which would lead students to the following conclusion: Each of the three branches bases its actions on an interpretation of its constitutional powers, for instance: a. Congress - Article 1, Section 8, Clause 18 President - wartime and foreign policy powers Supreme Court - judicial review b. Suggested evidence to be presented by the teacher: (1) Congress - show the sound filmstrip entitled, Portrait of Freshman Congressman; read a list of laws based on the defense and commerce clauses. (2) President - show the sound filmstrip entitled, The American Presidency; show film entitled, The Truman Years; list the known recent activities of the President.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(3) Supreme Court - show the sound filmstrip entitled, This Honorable Court: The Supreme Court of the United States; show acetates depicting famous Supreme Court decisions; read excerpts from Marbury vs. Madison. 2. Divide the class into three committees, each responsible for one branch of government. The committees should collect information about recent acts of that branch and report on the following: a. Was the act constitutional? (1) Expressly cited in the Constitution? (2) Interpretation of the Constitution? b. Did the act involve the checking of another branch or unit of government? (1) Could someone(s) of an opposite political or philosophical view have performed this act? (2) If so, cite evidence. c. What motivated this act? (e.g., strict construction of the Constitution by members of the Supreme Court). d. Does the Constitution seem to be flexible enough to provide this branch working room in modern times? Cite evidence to defend your answer. Culminating Activity: 3. List an act of each of the three branches of government which is (a) expressly empowered by the Constitution; (b) permissible because of an interpretation of the Constitution. Or, an essay on the following: Critically

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		discuss an example of one branch's interpretation of its constitutional powers.
THE EVOLUTION OF THE BILL OF RIGHTS	C. The students will cite evidence for the following statement: The Bill of Rights has been kept a living affirmation of man's rights.	1. Review information already held by the class (see Goal 4, "The balance between freedom and control" and Goal 5, "The evolution of federalism"). 2. The students can divide into small groups, each investigating one of the rights listed in the Bill of Rights. Their report to the class should: a. Identify the initial reason for the inclusion of that right in the Bill of Rights. b. State its original meaning. c. Explain how the meaning has changed over the years and why (include changes in technology, economic influences, demography, education, public opinion, acts of the three branches of government - especially landmark Supreme Court cases). 3. Activity #2 can be supplemented with the following resources: a. Acetates on Supreme Court decisions. b. Book report: Gideon's Trumpet. c. The Bill of Rights: A Handbook by DeAnne Sobul contains sample lessons on criminal due process and freedom of expression. d. Liberty and Law: Readings in American Government by Edward Mill contains excerpts from freedom of expression and civil rights court decisions and other related contemporary documents.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		e. Show films: (1) Films not shown under Goal 4, Focus - The balance between freedom and control. (2) Due Process of Law Denied (3) Freedom to Speak: People of New York vs. Irving Feiner (4) Interrogation and Counsel (5) Justice Under Law: The Gideon Case f. Part 2 of the sound filmstrip, This Honorable Court: The Supreme Court of the United States.
THE EVOLUTION OF THE CONSTITUTION	D. The students will differentiate between the formal and informal means of amending the Constitution and critically discuss their adequacy.	1. Ask students to locate that portion of the Constitution which describes the amending process. Define this as the formal amending process. 2. Ask students to review the material covered under Goal 5 and cite other ways in which the Constitution has been amended. Define this as the informal amending process. These informal procedures should include: a. Basic legislation b. Executive action c. Court decisions d. Party practices e. Custom - for example, read the exact wording of Article II, Section 1, Clause 6, and then note the wording of Section 1 of the 25th Amendment.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Discussion or essay question: Which form of amendment (formal or informal) has had a greater effect on our national life? Defend your answer. 4. A few students can do the following project: Read all amendments carefully and categorize them by objective: a. To enumerate the rights of the people b. To make our government more democratic c. To correct technical deficiencies in the original Constitution. 5. Relate the following information to the class: Since 1789 approximately 4,000 joint resolutions proposing amendments have been introduced in Congress. Thus far (1973), Congress has approved and sent on to the states only thirty-one. Of these, only twenty-six have been ratified. Discussion question: Do you think, then, that the amendment process is too difficult? 6. Supplement to Activity #5: Obtain copies of a number of amendments which have been introduced but defeated. Have the students read them in class. a. Ask the students if they still agree with their answers to the discussion question under Activity 5. b. Ask students to locate amendments proposed as a result of Supreme Court rulings (e.g., prayer in schools). A discussion should follow to examine the relationship between the formal and informal amendment processes.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. With each student representing one state, the class can follow the 3/4 rule and vote on these amendments. Each student should be able to state why he voted as he did. 7. If Congress or the states are currently considering a Constitutional amendment, students can do research on the pros and cons, possibilities for approval or ratification, etc. 8. Culminating essay for the Bill of Rights and the amendment process: Which two amendments have (been most important, had the greatest impact on our national life, the greatest meaning for you, etc.)? Choose one from Amendments 1-10 and the other from Amendments 11-(26). Defend your choices.

GOAL 6: PROPOSE CHANGES IN THE U.S. CONSTITUTION AND PREDICT THE EFFECT OF THESE CHANGES ON OUR NATIONAL LIFE

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE FUTURE OF THE CONSTITUTION	The students will propose changes in the U.S. Constitution and predict the effect of these changes on our national life.	1. Either individually or in groups, the students should examine assigned portions of the Constitution, pinpointing problem areas, suggesting changes and predicting the results of those changes, etc. The results of this examination should be made available to all members of the class for discussion and analysis. a. The students who categorized the amendments (see Goal 5, Focus - The Evolution of the Constitution, Activity #4). Can continue with suggestions for improvements in these areas. b. The Electoral College should certainly be examined. A map or acetate of the several states, their respective electoral votes, and an overlay of those needed to win are available at many schools. Also recommended: (1) Film - Making of the President 1960: The Battle for the Presidency, Pt. 2 (2) Filmstrip - The Peoples Choices: An Analysis of the Electoral College. c. The question of increasing representatives' terms to four years is highlighted in Part 2, Portrait of a Freshman Congressman (filmstrip). 2. Essay: List and defend your choice of the five strongest features of the U.S. Constitution.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Projects for able students: a. Write a new U.S. Constitution, defending what is retained, altered, or eliminated from the present Constitution. See Appendix B for suggested format. b. Obtain a copy of Tugwell's proposed Constitution from the Center for Democratic Studies, Santa Barbara, California. Analyze it, suggest improvements, compare to present Constitution. 4. Projects for less able students: a. Write a constitution for the class. Or, if such a document was written at the beginning of the course, analyze its workability. b. Write a constitution for a club, neighborhood group, etc., incorporating the principles of sound constitutional government learned in this class. 5. View again the National Citizenship Test, Parts 1 and 2, and compare scores with those received at the beginning of the quin. 6. Culminating essay: a. Compare the major strengths and weaknesses of the U.S. Constitution. b. Cite evidence for the following statement: The U.S. Constitution has proved to be a workable document for the last 180 years. c. Synthesize the five most important concepts you have learned in this course. Explain your answer.

APPENDIX A

Excerpts from Benito Mussolini's, The Doctrines of Fascism, reprinted in The Study of Totalitarianism.

" 'For Fascism, the State is not the night-watchman who is concerned only with the personal security of the citizens; nor is it an organization for purely material ends, such as that of guaranteeing a certain degree of prosperity and relatively peaceful social order, to achieve which a council of administration would be sufficient, nor is it a creation of mere politics with no contact with the material and complex reality of the lives of individuals and the life of peoples. The State, as conceived by Fascism and as it acts, is a spiritual and moral fact because it makes concrete the political, juridical, economic organization of the nation and such an organization is, in its origin and in its development, a manifestation of the spirit. The State is the guarantor of internal and external security, but it is also the guardian and the transmitter of the spirit of the people as it has been elaborated through the centuries in language, custom, faith. The State is not only present, it is also past, and above all future. It is the State which, transcending the brief limit of individual lives, represents the immanent conscience of the nation. The forms in which States express themselves change, but the necessity of the State remains. It is the State which educates citizens for civic virtue, makes them conscious of their mission, calls them to unity; harmonizes their interests in justice, hands on the achievements of thought in the sciences, the arts, in law, in human solidarity; it carries men from the elementary life of the tribe to the highest human expression of power which is Empire; it entrusts to the ages the names of those who died for its integrity or in obedience to its laws; it puts forward as an example and recommends to the generations that are to come the leaders who increased its territory and the men of genius who gave it glory. When the sense of the State declines and the disintegrating and centrifugal tendencies of individuals and groups prevail, national societies move to their decline.' "

V.I. Lenin as quoted by J. Edgar Hoover in A Study of Communism.

"The proletarian revolution is impossible without the forcible destruction of the bourgeois state machine and the substitution for it of a new one.....

The proletariat needs state power, the centralized organization of force, the organization of violence, for the purpose of crushing the resistance of the exploiters and for the purpose of leading the great mass of the population. . . . in the work of organizing socialist economy.

The revolutionary dictatorship of the proletariat is power won and maintained by the violence of the proletariat against the bourgeoisie, power that is unrestricted by any laws.

APPENDIX B

FORMAT FOR WRITING A NEW U.S. CONSTITUTION

CONTENT (examples)	DEFENSE OF CONTENT
Article 1, Section 1 All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of one legislative body to be called the United States Legislature.	1. Unicameralism is more efficient. 2. Unicameralism is less costly. 3. Checks and balances within one branch are not that necessary as this process already occurs between branches.
. . . . .	
Article 1, Section 8, Cl. 1: (retain present wording)	1. In order to perform its duties, our national government must have an income. 2. The above income must not be contingent upon the whim of state or local governments (note reasons for the failure or the Articles of Confederation).

MATERIALS:

I. Recommended basic textual and other materials: Any state adopted American Government or Civics Text. A U.S. History text would also be helpful.

II. Alternate student and class material:

A. Textual: One class set each - U.S. History text and U.S. Government text.

B. Audio-Visual:

1. Films

Ancient Rome.....1-05152
Ancient World Inheritance.....1-05147
Bill of Rights.....1-10226
Bill of Rights in Action - Due Process of Law.....1-14370
Bill of Rights in Action - Equal Opportunity.....1-14328
Bill of Rights in Action - Freedom of Religion.....1-14332
Bill of Rights in Action - Freedom of Speech.....1-14330
Bill of Rights in Action - Right of Privacy.....1-14383
Bill of Rights of the United States.....1-10229
Centralization and Decentralization.....1-10240
Changing the Law.....1-14326
Congress, the.....1-10165
Constitution and Employment Standards.....1-30057
Debt to the Past: Government and Law.....1-10170
Defining Democracy.....1-10131
Democracy in Action - the Candidates are Chosen.....1-12706
Due Process of Law Denied.....1-30073
Election, the - How the Votes are Packaged.....1-14282
English History: Absolutism and Civil War.....1-05180
English History: Restoration and Glorious Revolution.....1-05181
English History: 19th Century.....1-12565
Equality Under Law: The Lost Generation of Prince Edward County.....1-31577
First Tuesday After the First Monday - Election of the President.....1-13371

Focus on Capitol Hill.....1-12688
Freedom to Speak: People of New York vs. Irving Feiner.....1-31579
Hitler, Adolph, Pt.1 1-31571
Hitler, Adolph, Pt.2.....1-31572
Interrogation and Counsel.....1-13708
Justice, Liberty and Law.....1-13714
Justice Under Law: The Gideon Case.....1-31578
Making of the President 1960: The Battle for the Presidency,Pt.2 1-40010
Man Without a Country.....1-30003
National Citizenship Test, Pt. 1.....1-31523
National Citizenship Test, Pt. 2.....1-31525
Our Living Constitution.....1-00447
Our Man in Washington.....1-31879
Our National Government.....1-00475
Peron, Eva.....1-31558
Presidency - Crisis in Office, The.....1-13864
Presidency - the Search for a Candidate.....1-30032
President and Congress, The.....1-31467
President of the U.S., The - Too Much Power.....1-30346
Pressure Groups.....1-10167
Progressive Era, The.....1-11628
Puritan Revolution, The - Cromwell and the Rise of Parliamentary Democracy.....1-32019
Rise of Khrushchev, Pt. 1.....1-31499
Rise of Khrushchev, Pt. 2.....1-31501
Screen News Digest, Vol. 7, Is. 4.....1-12708
Vol.10, Is. 6.....1-13280
Vol.10, Is. 9.....1-13573
Search and Privacy.....1-13707
Speech and Protest.....1-13706
Stalin, Josef V. 1-31574
Structure of the American Way of Life, The.....1-10158
This Way to the White House.....1-14418
True Story of an Election - Pt. 1 1-30037
True Story of an Election - Pt. 2 1-30039
Truman and the Atomic Bomb.....1-13037

Truman Years, The.....1-12867
With Liberty and Justice for All, Pt. 1.....1-30058
With Liberty and Justice for All, Pt. 2.....1-30060

2. Filmstrips*

The American Presidency
The Peoples' Choices: An Analysis of the Electoral College
Portrait of a Freshman Congressman
The Regulatory Agencies - A Fourth Branch of Government?
The Third House: Washington Lobbyists at Work
This Honorable Court: The Supreme Court of the United States

*All the above filmstrips are available from Guidance Associates, Pleasantville, New York.

3. Miscellaneous

Acetates - Major Supreme Court Decisions
The U.S. Government and How It Works

C. Supplemental Pupil Resources:

1. Abramowitz, Jack. American History Study Lessons, Unit 2, "The Constitution." Chicago: Follett Publishing Company, 1963. (Excellent for less academically able students).

2. Annotated copies of the U.S. Constitution.

3. Education Development Center, From Subject to Citizen: We, the People. Cambridge, Massachusetts: Education Development Center, Inc., 1970.

4. Fenton, Edwin, ed., A New History of the United States. New York: Holt, Rinehart and Winston, Inc. 1969.

5. Hoexter, Corinne and Peck, Ira, A Nation Conceived and Dedicated, Vol. 1. New York: Scholastic Book Services, 1970.

6. Mill, Edward W., Liberty and Law: Readings in American Government. Morristown, New Jersey: Silver Burdett Company, 1971.

7. Sobul, DeAnne, The Bill of Rights: A Handbook. New York: Benziger Brothers, 1969.